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ABSTRACT

This booklet was produced to answer Pennsylvania social studies teachers' questions about implementing the statutory curriculum changes of 1968 and 1969. The new state regulations require integrating "major contributions made by Negroes and other racial and ethnic groups" into all courses of United States and Pennsylvania history in public elementary and secondary schools. Background for the changes is discussed, as well as the objective of counteracting misconceptions and stereotypes. The content areas suggested include: African heritage, status of blacks under slavery, protest movements, and the background of current racial situations. Several textbooks are recommended, but the annotated bibliography emphasizes supplementary materials covering the Afro-American experience and that of other minorities. A separate list of bibliographies, teachers guides, films, and sound tapes are available from the Pennsylvania Department of Education. (DJB)

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Minority History:

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Bureau of General and Academic Education
Pennsylvania Department of Education 1970

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Current concern with the relevance of social studies instruction coupled with urban violence, riots and militancy have resulted in curriculum reform to include the neglected racial and ethnic minorities in American society. The action of the State Board of Education, May 1968, made such curriculum reform mandatory for all students through the social studies program.

> *"That in each course of the history of the United States and of Pennsylvania taught in the elementary and secondary schools of the Commonwealth, there shall be included the major contributions made by Negroes and other racial and ethnic groups in the development of the United States and the Commonwealth of Pennsylvania."*

The General Curriculum Regulations of 1969 broadened the legislative mandate of two years of U. S. and Pennsylvania history and government to include other disciplines under the course title American Culture. Therefore minority group content should be integrated in these two required social studies units.

As local school districts have attempted to comply with this regulation, the Social Studies Division has received many questions concerning appropriate content, method and materials for this curriculum implementation. It is hoped that the following materials can provide assistance and clarify the state's position on certain points in question.

What is the rationale for this regulation?

The United States has always been a pluralistic nation, made up of many ethnic and cultural groups which have contributed to its quality and strength. Although philosophically committed to cultural pluralism, national educational policy has been one of minimizing cultural differences and Americanizing all those who were assimilable. Those who were not, because of the "visibility factor" and a heritage of slavery and inferior status, were ignored or rejected by the dominant white majority. There was no "melting pot" for the non white, non European.

During the 1960's, a combination of factors produced a startling realization --American schools had failed to provide the knowledge and understanding necessary to develop an awareness of the factors which operate in majority-minority relations and to replace prejudice with open-minded, objective evaluation of black Americans and other racial and ethnic minorities. The restlessness and disillusionment evidenced by student protest movements indicates the concern of *both* majority and minority youth with the disparity between the professed values and the societal realities of America.

Why should priority be given the Afro-American?

It is logical to give special emphasis to America's largest minority whose heritage of slavery and second-class citizenship has prevented entry into the mainstream of American life. Lack of accurate and adequate knowledge has perpetuated stereotypes, intolerance and negative self-attitudes. All of these have contributed to America's current major social problem of race relations.

Although priority should be given the Afro-American experience, knowledge and appreciation of the role of other minorities should be included in American Culture courses.

Should there be a separate course in Afro-American or minority history?

This is a decision to be made by the local district. Many are already offering a separate elective course in these areas and others may wish to do so depending upon student needs and interests and staff competencies. Separate courses alone without integration of appropriate content in United States and Pennsylvania history courses will not, however, fulfill the intent of the mandate which was designed to expose all children to these neglected areas in our history. However, electives in Afro-American or minority history in addition to integrated history courses for all children are encouraged.

Why should this regulation apply to school districts having few or no minority students?

It is important for students in these districts to be exposed to an accurate and complete picture of our country's history in order to live effectively in a pluralistic society. Our increasing social mobility means that many students currently in homogeneous schools will move to a multi-ethnic environment. In addition, the widespread impact of mass media obligates our educational institutions to clarify the value conflicts reflected in the many incidents of discrimination and violence shown on television screens throughout America.

Is there a danger that integration of minority group content may lead to a new type of historical distortion?

The societal realities of American life -- past and present -- do not conform to the type of history which has been presented in our schools. The intent of the mandate is not to exaggerate the role and achievements of racial and ethnic minorities but to replace the distortions and omissions almost universally present in history textbooks and curriculum content with factual unbiased treatment. Scholars such as John Hope Franklin, Carter G. Woodson and Charles H. Wesley did not write distorted history. As William Loren Katz quotes a black youngster's answer to the above question, "The truth will do".1

Will the study of separate minorities serve as a divisive technique?

The basic conclusion of the Kerner Report (March 1968) was *"Our nation is moving toward two societies, one Black, one White - separate and unequal. Discrimination and segregation have long permeated much of American life; they now threaten the future of every American..."*

---

1 Katz, W. L., *"Let's Set Black History Straight."* The Reader's Digest, July, 1969.

Although education cannot bear full responsibility for America's current racial division, the schools have failed to prepare students for a culturally *equal* as well as a culturally *diverse* society. Until the decade of the 1960's our educational process was seen as one of assimilation and acculturation through which diverse cultures were blended into the American mainstream; those who remained outside and retained their own identity were considered "odd" or "suspect" and given inferior group status. Schools have failed to recognize the cultural diversity which prevails in America and have not prepared youth to function in a pluralistic society. Until the knowledge and appreciation of human differences becomes an integral part of the curriculum and other school experiences, education will continue to contribute to social conflict and disunity. A basic step toward alleviating this situation is the elimination of distorted and deleted history.

Who should teach black and/or minority history?

Competence and empathy of teachers are more important than race. However, an integrated faculty will help to create more positive intergroup relations throughout the school and should increase student acceptance and respect for teachers of a different race. Black teachers, who can empathize, have an advantage with black students in providing role models for identification and channels of closer communication. The criteria for successful teaching in these sensitive curriculum areas are the existence of positive attitudes toward and communication with racial and ethnic minorities.

How should minority group content be integrated into the U. S. history [culture] courses?

These general suggestions may be helpful in over-all planning:

1) Material should be organized and presented throughout the course where appropriate rather than in separate units.

2) Content should include not only the contributions of minority groups but also their varying roles and the processes of interaction with the majority group. A continual effort should be made to introduce relevant current social issues and not limit content to past history.

3) Biographical studies should not be confined to the most prominent members of minority groups such as Ralph Bunche, Lena Horne and Jackie Robinson. Also included should be such individuals as Dr. Charles Drew, Benjamin Banneker, Richard Allen and Gwendolyn Brooks. Studies should stress the various phases of American life which were enriched by their contributions. This will provide a cultural heritage for minority group members, a prerequisite for the development of a more positive self-concept.

4) The main objective of integrated curriculum content is to counteract the misconceptions and stereotypes which have been reinforced through generations of teaching white Anglo-Saxon history. Some of the most common misconceptions or deletions are in the following areas:

African Heritage

Stereotypes/Mythology: Africa - an underdeveloped land inhabited by savage primitive tribes - much superstition and disease.

Omission: The advanced civilizations which developed in the ancient African kingdoms prior to European colonization and the slave trade.

Status of Blacks Under Slavery

Stereotypes: Negroes were lazy, childlike, reasonably well treated and devoted to their masters.

Omissions: Many slave revolts involving widespread participation -- runaway slaves and extensive Underground Railroad activities with Harriet Tubman as the most famous conductor.

Afro-American Participation In All Major American Wars

Reconstruction and Post-Reconstruction Periods

Stereotypes: Reconstruction delayed recovery of South. Activities of Negroes placed in positions of power by the North were childish and corrupt and paved way for later segregation laws. Most textbooks present the patronizing Southern white point of view as a justification of Klan and Black Codes.

Omissions: Very little mention of Negroes after 1877, "Jim Crow" laws, complete loss of political power, lynchings and violence are usually omitted.

Protest Movements (Prior to 1933)

Omissions: DuBois and the Niagara movement, riots in Texas, Georgia and Illinois, NAACP and National Urban League founded, Marcus Garvey's "black separatism."

Harlem Renaissance of the 1920's

Omission: Fine arts movement in Harlem. Contributions of Langston Hughes, Claude McKay, Countee Cullen, Gwendolyn Brooks and others.

Civil Rights Gains Prior to 1954

Government appointments in the Roosevelt Administration
NAACP increased efforts for racial equality
Activities of Randolph and Townsend to reduce economic racial discrimination
National Defense Program and FEPC 1941
Participation in World War II, complete integration of armed services in 1946
Brown vs. the Board of Education 1954, and resulting changes of this Supreme Court decision

Background of Current Racial Situations: Unrest in the 1960's

Dr. King and tactics of non-violence
Activities of SNCC, CORE and Southern Christian Leadership Conference, 1963 March on Washington
Civil Rights Act and the Mississippi Summer Project
Voting Rights Act 1965
New goals and more militant tactics

Development of New Goals and Tactics of Protest

Malcolm X
Stokely Carmichael and Floyd McKissick
Eldridge Cleaver and H. Rap Brown
Black Panther organization
"Black Power" and black identity
"White backlash" in the South and North
De facto and de jure segregation

These are periods which need specialized supplementary study beyond the content of the average textbook in order to provide a balanced factual account of black participation in America's history.

Although not as severe or extensive as the racial minorities, other ethnic and religious groups have suffered similar treatment. Textbooks and other instructional materials have either ignored or presented stereotyped characterizations of the Hispanic Americans, the Orientals and the American Indians. There has been almost no attempt in our schools to recognize the many ways in which their institutions and cultural patterns differ from those of the white majority. The topic of Immigration has received cursory treatment, with minimum information concerning the background and impact of various immigrant groups and almost no indication of the extent of prejudice and discrimination which they encountered. Seldom is there an evaluation of the restrictive governmental policy toward immigrants which continued until the 1965 Immigration and Nationality Act which abolished the quota system and established preferential treatment for relatives of United States residents, skilled workers and members of the arts, sciences and professions.

It is the obligation of a democratic society to provide all children with the understanding and appreciation of the *equality* and *diversity* of the many cultures which exist within our American culture. A frequently-cited quotation of Mohandas Gandhi expresses this sentiment:

> *"I do not want my house to be walled in - I want the cultures of all lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any."*

Are there textbooks which provide integration of minority group content?

A few new texts and recent editions of older ones show definite improvement in minority treatment. An effort has been made to avoid the most common stereotypes and to include more relevant content. The following present a fairly accurate and positive approach:

Caughey, John W., John Hope Franklin and Ernest May. *Land Of The Free*. Benziger, 1966. Revised two-volume edition, 1969. Grades 8 - 11.

Allen, Jack and John L. Betts. *History U.S.A.* American Book Co., 1967. Grades 10 - 12.

Feder, Bernard. *Viewpoints, U.S.A.* American Book Co., 1967. Grades 10 - 12.

Bragdon, Henry and Samuel McCutchen. *History Of A Free People*. Macmillan, 1969. Two-volume edition, 1970. Grades 10 - 12.

Fauset, Arthur and Nellie Bright. *America: Red, White, Black, Yellow*. Franklin, 1969. Grades 4 - 6.

Graff, Henry F. *The Free And The Brave*. Rand McNally, 1969. Two volumes. Reading level and activities make this suitable for either junior high students or senior high slow learners.

As it is almost impossible for a single U. S. history text to present the variety of materials necessary to illustrate the many facets of minority cultures in our society, more detailed coverage must be obtained by supplementary readings and audio-visual aids.

What materials are suggested to supplement the average textbook?

To provide additional coverage of the Afro-American experience, the following may prove useful:

Katz, W. L. *Teacher's Guide To American Negro History.* Quadrangle, 1968.

Brief description of various periods of American history with many suggestions for resources and bibliography. Valuable basic reference for teachers.

Katz, W. L. *Eyewitness: The Negro In American History.* Pitman, 1968. (Sr. High)

Supplementary text with primary source materials illustrating various periods of American History.

Hurley, Jane and Doris Haynes. *Afro-Americans: Then And Now.* Benefic, 1969.

Supplementary text for grades 3-6 -- realistic approach to Afro-American History.

Patrick, John J. *The Progress Of The Afro-American.* Benefic, 1968. (Intermed. - Jr. High)

An objective overview of Negro Americans' progress with depth development of a people, their problems and potential. Sections of comparative documents provide opportunity to compare conflicting opinions and understand differing viewpoints.

Da Silva, Benjamin, Milton Finkelstein and Arlene Loshin. *The Afro-American In United States History.* Globe, 1969. (Jr.-Sr. High)

Supplementary text for U. S. History (Culture) or basic book for Black History course. Reading level and skill development designed for slow learners. Unusual source materials and provocative introductions to each unit provide student motivation.

Lawrence, Paul, et. al. *Negro American Heritage.* Century Communications, 1968.

Supplementary text for grades 4-6; shows the role and contributions of Negroes in science, art, education and other areas.

Morsbach, Mabel. *The Negro In American Life.* Harcourt, 1969. (Jr. High)

Developed by Cincinnati public schools to supplement textbook information with a broader picture of the role and contributions of Negroes, both individually and as a group.

Supplementary materials for other minorities:

Handlin, Oscar. *Out Of Many: A Study Guide For Cultural Pluralism In America.* Anti-Defamation League, 1964. (Jr.-Sr. High)

Huthmacher, J. Joseph. *Ethnic Minority Groups In American History*. Dell, 1969. (Jr.-Sr. High)

Survey of various minority groups which came to America, showing similar problems encountered and impact of their cultures on American society.

Williams, Carey. *Brothers Under The Skin*. Little, 1964. (Sr. High)

An analysis of the history and present status of American minority groups and race relations.

Senior, Clarence. *Strangers - Then Neighbors: From Pilgrims To Puerto Ricans*. Quadrangle, 1965. (Jr.-Sr. High)

Survey of the problems and assimilation processes of various immigrant groups throughout our country's history, showing the variations in cultural adjustment.

Marden, Charles and Gladys Meyer. *Minorities In American Society*. American Book Co., 1968. (Sr. High)

A comprehensive coverage of the various religious, ethnic and racial minorities in American society. Can be used for supplementary material on specific minority groups or as a basic text for a course in minority history.

Stanek, Muriel. *How Immigrants Contributed To Our Culture*. Benefic Press, 1969. (Intermed. - Jr. High)

Group and individual contributions of various ethnic and racial groups.

What materials are available from the Pennsylvania Department of Education?

These publications are available from the Office of Information and Publications, Box 911, Harrisburg, Pa. 17126.

American Diversity - 1969

A comprehensive bibliography of reference and audio-visual materials relating to all ethnic, religious and racial minorities; also includes sections on Multi-Ethnic Materials and Resources for Intergroup Education.

Guidelines For Textbook Selection: The Treatment of Minorities - 1967

Criteria for selecting instructional materials which reflect U. S. racial, religious and ethnic diversity.

Revitalizing American History Through Primary Sources - 1968

Bibliography of primary source materials covering American History from 1492 to 1960. A sample unit illustrates the usage of primary sources in a study of religious, ethnic and ideological intolerance in various periods of our history.

Our Greatest Challenge: Human Relations - 1962

This guide to intergroup education is designed for use in each curriculum area from kindergarten through secondary school; contains suggestions for teaching techniques and learning activities which will encourage the development of intergroup education concepts.

Resource Supplement For U. S. History, Grade 8

Developed by Pittsburgh Board of Public Education, 1967. Reprinted by Pennsylvania Department of Education, 1969.

Contains information, ideas and references about racial and ethnic groups which previously have been omitted or inaccurately presented in American History courses. Emphasis is on the role of the Negro. This is a curriculum guide which can be used to supplement U. S. History (Culture) courses at junior or senior high levels.

The following films and tapes are available:

Negro Culture Series. 30 - 16mm films, b & w, 30 mins. each. WHYL-TV, Philadelphia. Free loan from Film Library, Department of Education, Box 911, Harrisburg, Pa. 17126.

Acquaints students with the historical, social and cultural factors contributing to the oppression of the Negro in American society.

The Negro In Pennsylvania History. 16mm, b & w, 24 mins. Pennsylvania Human Relations Commission. Free loan from Regional Instructional Materials Centers as well as Department of Education Film Library.

Authentic graphic materials portray the story of Negro Pennsylvanians in the state's history from the American Revolution to the present time.

These sound tapes will be reproduced free of charge upon receipt of blank tapes. Write: Audio-Video Duplication Center, Bureau of Instructional Services, Department of Education, Box 911, Harrisburg, Pa. 17126.

Negro History and Culture Series. 30 mins. each.
A series of 40 programs which provide coverage of Negro history from African origins to the present. Scholars from various disciplines discuss social and cultural factors relative to the position of the Negro in American society as well as the various responses made by the white majority.

Black And White In America. 30 mins.
Philip Rieff, sociologist, discusses the sociological status of the Negro in America, which is representative of a liberal white analysis and does not take into account the influence of cultural change.

A Walk On The West Side. 45 mins.
A documented report of the Negroes, Puerto Ricans and poor whites living on New York City's West Side; focus is on housing and education.

The Negro Revolution. 60 mins.
Bayard Rustin, Dinah Shore and others discuss the tactics and goals of the Negro protest movement.

The Negro As An American. 30 mins.
Robert C. Weaver talks on the conflicting responsibilities of Negroes in governmental administrative positions.

The Fire This Time. 60 mins.
What happened in Watts? A penetrating, powerful montage of conflicting feelings and attitudes from reporters, civil rights leaders and residents of Watts, recorded on the scene during the five-day uprising in the Los Angeles Negro ghetto, August, 1965.

The Music Of The American Negro. 15 mins.
How the Negro's culture affected the style of his music. Marian Anderson sings spirituals.

Traditional Negro Jazz--Modern Folklore. 30 mins.
Program of narration and song beginning with an African tribal chant and tracing Negro instrumental music through early New Orleans jazz.